



## **Disability Discrimination Act Phase 2 Regional action research projects**

### **Site final report**

**Project title: In implementing the DDA, how can we reconcile the competing needs of individuals, organisations and legislation?**

**Region: South East**

**Organisation: Nescot College**

**Executive coordinator: Sheila Parsons**

**Sites: Nescot College, Sheila Parsons, Esher College, Bracknell and Wokingham College, Oxford and Cherwell Valley College**

**June 2006**

The main criterion for including projects on this website is that they are all developmental or action research projects undertaken as part of DDA: taking the work forward. The projects aimed to help providers implement the DDA and to improve practice to meet the requirements of learners with learning difficulties and disabilities more effectively. They do not necessarily reflect good or best practice.

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**Disability Discrimination Act: taking the work forward  
Phase 2 Action Research Projects 2005/6 Final Report**

**South East Project title:**

In implementing the DDA, how can we reconcile the competing needs of individuals, organisations and legislation?

**Project title:**

Towards Independence progression pathway

**Final report from:** Jenny Knight

**Organisation:** Nescot College

See attached Action plan: Orange objectives have been achieved  
Green objectives have not been achieved  
Blue objectives are new

**Disability Discrimination Act: taking the work forward  
Research and development projects 2005**

**ACTION PLAN**

**Organisation name:** Nescot College

**Name:** Jenny Knight

**Date:** 06/05/05

**Updated:** 10/07/06

**Project title:** Towards Independence progression pathway

**Project No:**

**Overall aims/goals:** To ensure that all SLDD learners on the 'Towards Independence' programme have the opportunity to progress their learning and employment.

*Objective 1.* Seek the aspirations of the SLDD learners

*Objective 2.* Expand the Towards independence programme to offer courses linking pre-entry level to entry level

*Objective 3.* Expand the Entry level course provision to offer wider subject opportunities

*Objective 4.* Establish links with external employment support agencies

**Success criteria:** Learners will progress onto mainstream courses and employment.

1. All learners will have an Individual Learning plan
2. 'Stepping stone' courses will be available for learners to move onto
3. There will be more entry level courses available
4. Termly meeting will be held with external employment support agencies

<b>Action required:</b>	<b>Responsible person:</b>	<b>By when:</b>	<b>Resources required:</b>	<b>Evidence and evaluation:</b>
<p><i>Objective 1.</i> 1.1 Review meetings will be held with every learner (70) to discuss their learning progression</p>	<p>Nick Davies</p>	<p><b>20/6/05</b></p>	<p>70 hours contact time, meeting room</p>	<p>Meetings held, learner involvement See Appendix 12</p>
<p>1.2 A plan will be drawn up with each learner</p>	<p>Nick Davies</p>	<p><b>30/7/05</b></p>	<p>40 hours prep time, use of computer and photocopier</p>	<p>Production of plans See appendix 13, 14, 10 &amp; 11</p>

<p><b>Objective 2.</b></p> <p>2.1 To explore the range of awarding bodies available e.g. OCN, to expand programme.</p> <p>2.2 To develop progression pathways within the existing Essential skills programme in the areas of IT, Food studies and Drama.</p> <p>2.3 To meet with the OCN and Essential skills Moderator to discuss progression.</p> <p>2.4 To identify staffing and other resources and cost implications.</p> <p>2.5 To visit other Colleges to observe Link courses in action.</p> <p>2.6 To explore possible links with the Basic skills course programme.</p> <p>2.7 To offer Horticulture</p>	<p>Nick Davies</p> <p>Nick Davies</p> <p>Nick Davies</p> <p>Nick Davies</p> <p>Nick Davies</p> <p>Nick Davies</p>	<p><b>30/5/05</b></p> <p><b>30/7/05</b></p> <p><b>30/6/05</b></p> <p><b>30/11/05</b></p> <p><b>30/8/05</b></p> <p><b>30/12/05</b></p>	<p>2 hours telephone time</p> <p>8 hours prep time, use of computer</p> <p>2 hours contact time, meeting room</p> <p>4 hours prep time, use of computer</p> <p>6 hours visit time, travel costs, parking costs</p> <p>30 mins telephone time</p>	<p>Information gathered</p> <p>Flow chart produced</p> <p>Meeting happens Course team development plan Drawn up – see appendix 2</p> <p>Business plan produced</p> <p>Visits take place</p> <p>Proposals drawn up/ in place</p>
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course, to link with Entry level course.	Nick Davies	<b>30/8/06</b>	5 hours prep time	Course available in September 06
2.8 To explore work preparation course opportunities	Nick Davies	<b>30/6/05</b>	2 hours prep time	Course opportunities established
2.9 Appraise changes with learners	Nick Davies	<b>30/5/06</b>	40 hours in class feedback time	Learner feedback sheets available
<i>Objective 3.</i> 3.1 Meet with Course leaders to discuss how Entry level can be expanded across college correctly and appropriately	Lynn Reddick	<b>30/1/06</b>	6 hours meeting time	Meetings take place. Plans for progression pathways drawn up. Plans for new entry level courses drawn up. See appendix 1
3.2 Visit other colleges to observe how entry levels are run there and collate good practise	Lynn Reddick	<b>30/10/05</b>	6 hours visiting time, travel costs	Visits take place. Notes from visits and good practise examples listed.
3.3 Pursue more resources to support entry level courses	Lynn Reddick	<b>30/12/05</b>	4 hours prep time	'Business plan' drawn up
3.4 Create entry level teaching qualification with Staff Development Manager and deliver to entry level	Lynn Reddick	<b>30/3/06</b>	30 hours prep time, use of computer, copier, 3 hours delivery time, professional development room	Qualification course drawn up and available to lecturers. One course delivered.

<p>team (staff awareness)</p> <p>3.5 Actively engage in AOSEC conferences</p> <p>3.6 Create further links with Careers services to provide job opportunities for those not staying on</p> <p>3.7 Appraise changes with learners</p> <p><i>Objective 4.</i></p> <p>4.1 Contact will be made with the following organisations: Employability, Work matters, Connexions, Pathway, Remploy and Shaw Trust</p> <p>4.2 Dates will be agreed and set up for termly meetings at the College, to discuss students who wish to progress towards employment</p> <p>4.3 Visits from outside agencies, talks and displays will be arranged so that</p>	<p>Lynn Reddick</p> <p>Lynn Reddick</p> <p>Lynn Reddick</p> <p>Jenny Knight</p> <p>Jenny Knight</p> <p>Jenny Knight</p>	<p><b>30/9/05</b></p> <p><b>30/9/05</b></p> <p><b>30/5/06</b></p> <p><b>30/6/05</b></p> <p><b>7/7/05</b></p> <p><b>30/9/05</b></p>	<p>Approx 4 days a year conference attendance, travel costs</p> <p>4 x 1 hour meetings (as in objective 4.2)</p> <p>40 hours in class feedback time</p> <p>2 hours telephone time</p> <p>4 x 1 hour meetings</p> <p>3 hours prep time</p>	<p>Notes from conferences available. Information cascaded to other staff</p> <p>Attendance at termly meetings. Action minutes and prepared list of learners for referral. See Appendix 3 &amp; 4</p> <p>Learner feedback sheets available</p> <p>Literature from each agency collected and displayed. Available to learners during breaks. See appendix 6 &amp; 7</p> <p>Production of action minutes from each meeting</p> <p>Lists of referred students prepared</p> <p>See appendix 5 &amp; 3</p> <p>Photos, display materials, event records, learner evaluation. Attendance at open evening and</p>
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<p>learners are aware of the support available to move onto employment</p> <p>ADDITIONAL OBJECTIVES</p> <p>5.1 Essential Skills Award Training course organised for Towards Independence staff</p> <p>5.2 Expand the special needs school links provision to include 2 more schools</p> <p>5.3 Revamp the Towards Independence programme</p> <p>5.4 Approval to run entry level 1, 2 &amp; 3 Life skills course.</p> <p>5.5 Pre entry provision now in same dept and line managed with entry level. Staff meetings every week.</p> <p>5.6 Initial basic skills and practical assessments carried out at interview stage for all entry level students.</p>	<p>Nick Davies</p> <p>Nick Davies</p> <p>Nick Davies</p> <p>Lynn Reddick</p> <p>Nick Davies &amp; Lynn Reddick</p> <p>Lynn Reddick</p>	<p>21/10/05</p> <p>1/11/05</p> <p>30/7/06</p> <p>September 06</p> <p>April 06</p> <p>Ongoing 06</p>	<p>4 hours training session</p>	<p>careers evening. See Appendix 8 &amp; 9</p> <p>Training undertaken. Improved Individual Learning plans.</p> <p>2 new schools involved</p> <p>In progress</p> <p>Courses start in September</p> <p>Areas now merged</p> <p>In progress</p>
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5.7 Joint interviewing undertaken between pre-entry and entry course leaders	Nick Davies & Lynn Reddick	Ongoing 06		In progress
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## **Acknowledgements**

My thanks go to all those who contributed to this report, especially:

Nick Davies, Pre Entry level Course leader, Nescot.

Lynn Reddick, Entry level Course leader, Nescot.

I am grateful for their time, support and enthusiasm to develop and share good practice.

Without their involvement this project would not have been possible.

Jenny Knight  
Project Leader

### **Major focus**

The aim of the project is to ensure that all learners with a learning difficulty or disability on the 'Towards Independence' programme have the opportunity to progress their learning and employment. To do this the project focuses on expanding both the Entry and Pre entry course provision, to reduce the existing gap between them and to build links with local supported employment agencies to encourage progression to employment.

At the start of the project the gap between services was too large for the majority of learners to manage, if they wanted to progress onto a mainstream course. Also the choices of course at Entry level were limited to a few vocational areas.

We decided to develop this area as part of the research project because it was a gap in our service that both our learners and we had recognised, were keen to develop and had been highlighted in our recent Ofsted inspection.

### **Progress so far**

All 70 learners on the pre-entry 'Towards Independence' programme have had a review meeting and a plan drawn up with them. A new initial assessment system has been introduced, in accordance with recommendations from the Essential Skills Award (ESA) moderator. 7 staff members (Support assistants and Tutors) have received training from the ESA on how to create profiles that inform Individual Learning Plans (ILP) thus creating SMART objectives. A new interview questionnaire has been designed for use when interviewing potential new students between November 2005 and February 2006.

Progression pathways have been developed within the existing 'Towards Independence' programme in the areas of IT, food studies and drama. This means that a number of courses in these subjects are available at various levels and a learner can start with a beginners class and move through the levels or start on the course most relevant to their abilities. More referrals have been made between the entry and pre-entry areas and this year 4 learners with a learning disability will be progressing from Towards Independence to Entry level.

The plan now is to have a complete review of the pre-entry timetable to provide a full time programme that mirrors entry level provision within college, therefore making progression options clearer. Recently the pre-entry level provision has been moved into the same department as entry level and is now line managed by the same curriculum Manager. This has facilitated better communication between the areas, regular staff meetings, pooled budgets and joint interviewing opportunities for learner vacancies.

At entry level the course options available have been expanded to include Health and social care and Hospitality and catering – both of which are vocational areas where employment opportunities exist for disabled learners. There was a positive response from all course leaders regarding expanding entry level into their subject areas and additional courses will be explored for

next year. Approval has recently been given for a Life skills course to be run this September at entry level 1, 2 & 3.

The existing courses are all running well and the programme is now full for next year. Tutors have already identified 8 learners who are keen and able to move towards employment at the end of their course.

Contacts have been developed and formalised with five local supported employment organisations – Work matters, Employability, Shaw Trust, Remploy and Mencap Pathway. Termly meetings have been held – the first of which established how we would work together. This has helped clarify for the College just how much support is available and which organisations are best to refer a learner to. The next meeting highlighted a number of students who wished to move on to employment, which enabled the organisations to start working with them to ensure they were work ready at the end of their course. Each organisation has liaised directly with Course leaders to arrange opportunities to come into College and speak to Learners about employment, the support on offer and the opportunities available.

This year the College had a display at the 'Routes into work' Open day at Sutton Civic Offices – to share information about the opportunities available at Nescot for people with a disability – to help reduce the barriers to employment. Also the College is now listed in Sutton's Employment Directory – a list of agencies providing training and employment services for people with disabilities.

### **Successes and challenges**

Looking back over the last year, the project has been very successful. Nearly all of the action plan objectives have been met, without too much alteration. Also a number of new objectives and unexpected spin offs have arisen as a result.

The main successes of the project have been the following:

- Four learners with a learning disability are progressing from the pre-entry Towards Independence programme onto the entry level programme this year, compared with one last year. It is anticipated that even more will move on next year.
- Eight learners who are finishing their entry level courses this year are moving towards employment and have been in touch with a relevant support agency
- The gap between pre-entry level and entry level provision has been greatly reduced as both provisions are now offering a much broader range of courses. In addition to the existing programme Pre-entry level will be running 2 basic skills literacy and numeracy courses, 2 horticulture groups – to link with the entry level course, and an extended school links programme to 2 new schools this September. In addition to the existing programme entry level will be offering a new life skills course as well as the 2 additional subject areas - Health & Social care and Hospitality & Catering
- The closer working partnership between staff at entry and pre-entry levels, which has enabled the above 3 achievements to happen.

The challenges we have faced over the year have been the following:

- The College has been going through a period of transition and recovery for the duration of the project, following an inspection and pending a re-inspection. As a result of this the college has had to prioritise the areas it needs to focus on and target its limited resources towards these areas. This has meant that there have been reduced resources and limitations on expenditure in most areas. In relation to the project this has meant that there has been limited time for development work, cuts in staffing and a restriction on permanent contracts due to financial restrictions. Because the service provision and its quality have expanded with out additional resources, this has meant existing resources are being stretched and relying on goodwill and professional commitment to make developments happen.
- Another more recent challenge has been the conflict that exists between reasonable adjustments that can be made within the college setting to enable an individual learner who has a physical impairment, to access their course and adjustments to assessment criteria that are acceptable to and agreed by the awarding body. The project has highlighted the need for active communication channels between College and awarding bodies as soon as a learner applies, clear guidelines and a flexible approach to adjustments is crucial to ensure the learner is placed on an appropriate course that they can achieve and progress from.
- As project leader my position was slightly distanced from the main bulk of the project work being done. This had its advantages from a co-ordinating and strategic overview perspective but did make it difficult at times to keep up with 'hands on' developments, to keep hold of a number of threads at one time and to make sure that evidence was gathered at the time to support the action plan. Finding time to meet on a regular basis with the two course leaders involved proved difficult purely because of time constraints and other commitments created by the first challenge mentioned.

### **Outcomes and benefits**

The major outcome and benefit of the project has been the joined up working and planning between the pre-entry and entry level provision. As a result of the stronger working relationship between Nick and Lynn they have been able to discuss and develop other in college projects, not directly linked to this plan. Nick is also now teaching across levels – taking classes in both pre-entry and entry, which can give additional consistency and continuity to some learners. Since the areas merged the communication, progression and sharing of good practice has really taken off.

The now well established links with outside supported employment organisations have allowed employment to be on the agenda for learners with a learning difficulty and disability as soon as they start at Nescot, if they wish.

Another benefit has been the opportunity for some learners to 'mix and match' their programmes to incorporate key skill session subjects (additionality) at entry level, with subject courses at pre-entry level. This gives a far more flexible approach and meets the needs of some learners much better. This benefit will also be complimented by the addition of basic skills literacy and numeracy sessions being offered as part of the pre-entry programme. This may also suggest that there is a need for us to develop full cost courses at entry level where learners can achieve a college certificate and their achievements are not restricted by the rigid boundaries of a recognised vocational qualification.

The need to operate a key worker system at pre-entry has also come to light and will be explored, which should improve the communication and flow of information between college and learners/carers. This will also establish a link with any person centred plans that may have been set up for individual learners outside of college.

For the learners there have been a wider choice of courses available, a more streamlined application and enrolment process, their needs have been met better and they have been able to attend 'taster' opportunities to experience us and vice versa.

We have developed two additional discreet courses for learners who experience mental health problems with whom we link with through a local day resource centre.

Another positive outcome is that the college has undertaken training supported by the Surrey Autism project – to train a number of Nescot staff as 'Autism Champions'. These staff will be able to cascade autism awareness throughout the college ensuring that young people with autistic spectrum disorder can receive the support they need to access education.

### **Emerging themes**

A number of emerging themes have continued from the last report:

- How productive collaborative working can be when the opportunity allows. The need to allow staff the chance to think and act creatively about service developments and just how much quality work can be achieved with very limited resources at a difficult and challenging time. The joint working and its benefits to the college and the project have been very positive.
- Another striking feature has been the number of learners who have progressed within the college or moved on to employment, as pathways have been developed. Although it was thought they were not interested previously, by giving them access to information and opportunity to make informed choices they have achieved these transitions.
- How important it has been to link with supported employment agencies to facilitate the moving on process for individual learners
- There is a need to make a link, when developing vocational courses, to realistic and available employment opportunities for learners with learning difficulties and disabilities and to try and offer as wider realistic

range as possible to enable an individual to find something that suits their strengths and skills.

- The dilemma around which process to adopt when managing change, between revolution and evolution, particularly when working with learners with a learning disability. Whether to make changes quickly with a huge impact initially but a quick transition (revolution), or whether to introduce gradual changes, reducing the initial impact but prolonging the transition period (evolution).
- How much support is available from external organisations that we can tap into if we are aware of it and choose to access it.
- How concerns over confidentiality and the reluctance to share relevant and important information can impact on a learners experience and success at college.

### **Useful resources or sources of advice**

- Mencap Essential Skills Award education resource pack  
[vanessa.bowen@mencap.org.uk](mailto:vanessa.bowen@mencap.org.uk).
- Surrey Supported Employment Network

### **Key messages for others**

#### **Senior managers**

Senior managers must recognise that by widening participation for learners with a learning difficulty or disability and increasing the number and range of courses at pre-entry and entry level, the need for additional staffing, specialist support, additional resources, training and effective monitoring must increase to ensure that the learner's needs are met. The learner's achievement and retention on these courses and the high quality teaching and learning will also be crucial for the college to measure its success. Service development can be achieved with limited resources and staff goodwill but can not be sustained at the appropriate standard.

#### **Learning and Skills council**

The key messages from the project reflect two of the strategies highlighted in the Strategic Area review of Surrey's post-16 education and training provision – to fill the gaps in provision and to develop pathways for progression for people with learning difficulties and disabilities. The LSC needs to invest/fund skills development for these learners to ensure that the opportunities provided are what learners really want to achieve and progress.

#### **Practitioners**

It is essential to consult with learners regularly to inform and improve practice and to ensure you are on the right track.

Try out a variety of ways to gain their feedback and involvement in the process of change and keep them informed about how their comments and actions have helped.

Build up partnerships and joint working relationships with relevant outside agencies and use each other as a valuable resource.

Plan and include communication strategies in your action plan – don't just assume that it will happen automatically.  
Involve senior managers as you go along – give them the opportunity to get involved.

### **Finance**

The monies that we have received as a result of being involved in the LSN project have gone into our learning support budget and have enabled us to purchase equipment and resources for our learners needs.

### **Future work**

The developments in service provision at both pre-entry and entry level will continue within the college once the project is completed. The Surrey Strategic area review identified a number of key issues relating to people with learning difficulties and/or disabilities around unmet needs for adults with mental ill health, young people with autism, full time provision at entry level and defined progression pathways. The work began by this project tackles all of these areas and will continue to do so into the future.

The autism champions will begin to cascade the autism awareness training throughout the college.

As the areas expand more internal progression pathways can be developed which will give greater choice to learners.

## **LIST OF APPENDICES**

1. Entry level recruitment and support plan
2. Pre-entry course team development plan
3. List of learners moving towards employment
4. Progression paths for entry level learners
5. Agenda and minutes of one 'moving towards employment' meeting
6. Contact details for 'moving towards employment group'
7. List of supported employment agencies available to Nescot
8. Nescot's entry in the Sutton Employment Directory
9. Poster for the 'routes into work' open day
10. Old format pre-entry baseline assessment form
11. New format pre-entry baseline assessment forms at level 1,2 & 3
12. Completed pre-entry student review sheet
13. New ILP format – completed
14. New baseline profile – completed

<p><b>Potential Learners that want to move on towards employment</b>  Identified at moving on meeting – 14/12/05</p>
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**All learners identified are currently on Skills for Working Life Entry level courses:**

<b>Name</b>	<b>Home area</b>	<b>Appropriate support agency</b>
Stuart	Kingston	Shaw Trust
Amanda	Croydon	Shaw Trust
Daniel	Epsom	Employability
Adrian	Epsom	Employability
Diana	Kingston	Shaw Trust
Gina	Epsom	Employability
Clayton	Epsom	Employability
Matthew	Caterham	Shaw Trust

Please contact Lynn Reddick for contact details of Learners – 020 8394 3227

**NESCOT – moving towards employment meeting**

**Thursday 29<sup>th</sup> September 2005**

**Nescot College**

**Agencies attending:**

Connexions, Employability, Work Matters, Shaw Trust, Nescot

**AGENDA**

- Welcome and introductions
- Why are we here?
- Each agency to present their service, what they provide, where and to whom
- Publicity materials to display around College
- How we will work together
- Referral processes
- Update on benefit issues
- Arranging future student events
- Dates for future meetings

Notes/actions from Nescot 'moving learners on' meeting  
29<sup>th</sup> September 2005

**Present:**

Barbara Jones (Employability), Steve Jones & Suzette Metz (Shaw Trust), Clive Duke (Work Matters), Phil Allen (Connexions), Jenny Knight (Nescot).

**Publicity**

Each organisation will have leaflets/posters in appropriate areas of the College.

Each organisation will attend College open evenings.

Each organisation will link with course leaders to arrange class/group chats

**Working together**

Need to have clear paths for which organisation we refer a student to:

Employability – Students with a learning disability living in Surrey

Work Matters – Students with a learning disability living in Merton

Mencap Pathway – Students with a learning disability living in Sutton

Shaw Trust – Students with physical/sensory impairments or mental health problems living in Surrey and London Boroughs

It was agreed to meet termly to discuss any potential students that want to be referred

**Referrals**

Contact to be made by phone (see below)

**Benefit update**

After October a summary sheet can be put together

**Student events**

To be organised between course leaders and organisations

Date for next meeting: 10/11/05 at 3pm at Nescot N17

## CONTACT DETAILS

## Appendix 6

<b>Name</b>	<b>Title</b>	<b>Tel No'</b>	<b>email</b>	<b>Area covered</b>
Barbara Jones	Employment Development Officer	01737 277789 (07968 833168)	barbara.jones@surrey.cc.gov.uk	Learning Disability Surrey
Steve Jones	Work step Development Officer	07974 743467	steve.jones@shaw-trust.org.uk	Physical/sensory impairments and mental health issues Surrey and London boroughs
Suzette Metz	Work step Development Officer	07968 692764	suzette.metz@shaw-trust.org.uk	Physical/sensory impairments and mental health issues Surrey and London boroughs
Clive Duke	Employment Adviser	020 8241 8292	clive.duke@merton.gov.uk	Learning Disability Merton
Phil Allen	Personal Adviser	01372 722291	phil.allen@vtplc.com	Careers advice
Jenny Knight	Disability Co-ordinator	020 8394 8581	<a href="mailto:jknight@nescot.ac.uk">jknight@nescot.ac.uk</a>	Disability support
Lynn Reddick	Course leader Entry level	020 8394 3227	<a href="mailto:lreddick@nescot.ac.uk">lreddick@nescot.ac.uk</a>	Entry level courses

Nick Davies	Course leader Pre-entry level	020 8394 3197	<a href="mailto:ndavies@nescot.ac.uk">ndavies@nescot.ac.uk</a>	Pre-entry courses
Ross Jellis	Mencap Pathway	0208 669 3211		Learning Disability Sutton

## **Supported employment agencies available to Nescot**

### Employability

Supports adults with a learning disability or mental health problems living in Surrey

### Work Matters - Merton's Employment Advisor

Supports adults with a learning disability living in Merton

### Mencap Pathway

Supports adults with a learning disability/difficulty living in Sutton

### Working Links

Support people who are on a health related benefit e.g. incapacity benefit or Disability Living Allowance, living in South London area

### Shaw Trust

Supports people with a range of disabilities living in Surrey and the London Boroughs

### Remploy

Supports people with a range of disabilities who want to work in retail or call centres, within the areas of Epsom, Sutton, Croydon and Merton

### Status employment

Support people with a range of disabilities in the Croydon and surrounding areas

**For more information and contact details see Jenny Knight  
ext 8581**

## Towards Independence Progression path

We are committed to ensuring that every student has an equal opportunity of progression and to be successful

- At the initial interview/assessment stage each student is asked if they are interested in moving towards work or employment or if they would like to progress with their studies into mainstream college courses. If yes - preparatory work will then begin in their chosen direction. If not the student continues to focus just on their Essential Skills award (ESA).
  - If a student has shown an interest in future employment or mainstream study they will be encouraged to make an informed choice about their ESA course. This will ensure that it is relevant and beneficial to their future plan.
  - A written plan with agreed aims, objectives and actions to be taken will be drawn up with the student.
  - Students will be reviewed and given feedback on their progress during their ESA course. The feedback will be linked to their future plan
  - The Tutor, Course leader and Disability Co-ordinator will be able to support the student to explore the opportunities available to them during the year, ready for the student to move on after their course has finished.
  - Opportunities to meet with mainstream course leaders, the College Careers advisor, Connexions and other external employment support agencies will be arranged during the year.
  - If necessary a student will have the opportunity to visit and spend time with a course currently running, which they are considering moving on to. This would give a better understanding of how the course will develop and what will be expected of them - allowing them to make an informed choice.
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- The College will expand the Towards Independence courses on offer to include more vocational, social skills and travel training courses.

- The gap between pre-entry and entry level courses will be reduced by offering stepping stone courses/taster sessions
- The number and range of entry level courses will be expanded
- There will be more partnership working between Towards Independence LSA's and mainstream LSA's. This will allow a smoother and more consistent transition for students progressing to mainstream.
- The mainstream curriculum in some more practical areas e.g. Performing Arts, needs to develop a flexible approach to modular assessment and accreditation, without an over emphasis on academic skills and abilities.